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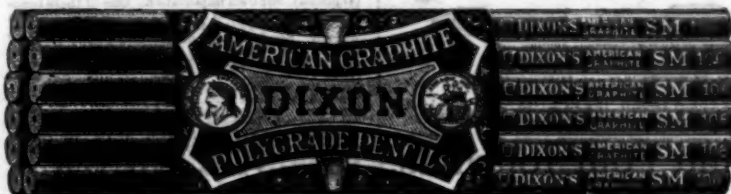
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New York, September 22, 1883.

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Appears in a new and most attractive dress. The title-page has a new ornamental heading, designed especially for TREASURE TROVE. The size of the page, and width of the columns are enlarged and printed in large, clear type on heavy tinted paper. The contents includes many fresh attractions. Opening with a frontispiece and poem, "At the Window," the number contains a bright sketch by Rev. Edw. A. Rand, "The Beach Tent at the Cornear Hummock," a story by Wolston Dixey, telling "How Tommy Invented Perpetual Motion," and an amusing account of "Jingo's Holiday," by the same author. The "History of the Nineteenth Century" is continued. Annie Cotrell gives an entertaining account of "Oliver Goldsmith." "H. S." tells "Where Amber Comes from," and "Gad" relates an exciting "Adventure with a Tiger." Besides these are many other short articles both instructive and entertaining, in addition to the departments, which are as attractive as ever. It is intended that TREASURE TROVE shall be better with each succeeding number.

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THE plan of devoting a part of each session of the teachers' institute or teachers' association to witnessing a teacher at work, will, in a short time, be widely adopted. It was urged several years ago in the JOURNAL. It was tried with fear and trembling, it was found to have excellent results, and it has been followed in many institutes this summer.

The plan is to bring in a class of children and place them on the platform in full view of the institute. A member of the institute, usually, volunteers to teach reading for example, and she conducts her work to the best of her ability. This being over, discussion follows. The institute conductor now assumes charge, and if he is an able man much good will result. It is often the case, however, we must confess, that the discussion is a profitless criticism. It too much resembles the criticisms that some teachers allow when a pupil has read a selection; "Raised the voice at the end," "Didn't stop at a comma," "Read too fast," etc. etc.

It is nice work to criticise a teacher; few can do it well. Only those who know what teaching really is, and this few may claim. The criticism comes best from the conductor; he may ask questions of the institute. Before the teachers can criticise they must clearly understand what the exercise in reading given by the class was meant to be. It is an attempt at a conveyance of ideas or thoughts. Then they must clearly conceive how those ideas or thoughts are conveyed. A discussion of those two points will take several days.

The plan ought to become general. As usual the West leads off in this matter, though Canada is not behind. Let us hear from conductors on this "new departure."

"A GREAT love for truth and justice should be developed by real teaching." So says F. W. Parker. The contact of one truth-loving, justice-doing mind with another is sure to produce its effects. The struggle "to obtain order," "to discipline," "to make children mind," by some, is wholly in vain, and always will be. There is not resident in some minds a love for truth and justice, a love for beautiful-doing, for the best and noblest in the world; such can maintain order only by the rod; they insist that corporal punishment is a necessity—in their schools it is.

This incident shows what can be accomplished by one who has faith in himself.

A young teacher found the school-house surrounded by a fence made of boards set up on end—twelve feet in height, "It is to save the windows," said the trustee. "It looks like a prison," said the teacher. A heavy padlock was on the door. "The boys break it in unless it is strongly fastened," said the trustee.

The next spring if you had passed you would have seen that the fence had been removed, a pretty lawn had been made, trees set out, flower-seeds had been planted, a plank walk laid down, and an air of neatness and joy prevailed. How was all this done? The teacher said, "The boys simply saw I was in earnest; I meant what I said." He either could not or would not give any other reply. And what more is needed? When the so-called bad boys felt he meant what he did and said, that they were not dealing with one who could use more words than they, but who was truer, freer, nobler, higher, stronger than they, resistance ceased. And is this so difficult to attain to? We ask rather who can teach without these attainments?

WHAT sort of institutes are the most productive of good to the teacher, the one-week institute consisting of lectures, or the four weeks' institute which is a short-term normal school? This is one of the "live topics" upon which teachers should think and come to a conclusion. The original idea was to bring a normal school to the very doors of the teacher. Is not the feeling growing among teachers that it does not pay them to assemble for one week? It seems plain to us that (1) the teachers should be graded into four classes, three undergraduate classes, so to speak, and one holding life certificates. (2) That the undergraduate teacher should receive instruction in a graded institute, the third or lowest class getting about what pupils get in the lowest class in a normal school; that having finished the lowest class he should have a certificate to that effect, which should also authorize him to teach for one year; that this certificate should not be renewed, but, on its expiration, the teacher should be required to go into the second class, and upon finishing that, should have a certificate to that effect, which should also authorize him to teach for two years; this certificate should not be renewed, but on its expiration the teacher should be required to go into the first class of the institute, and upon finishing this should have a certificate good for three years, not renewable. He would now be able to enter the highest class in the normal school and obtain a life certificate, and be examined no more.

Too many institutes hold a mass meeting. Let them follow the plan of the graded school; give a due amount of instruction, and fit for a higher grade. As it now is, normal school graduates, life-certificate holders and country school graduates, the green hands and the experienced, are all mingled together.

For the SCHOOL JOURNAL.

EARLY IMPRESSIONS.

By W. D.

If we consider the unaccountable tenacity with which early impressions cling to the adult mind, it becomes an important matter that these should be at the outset as nearly correct as possible. There are many trifling peculiarities in the conventional phraseology of various studies that, absolutely correct as they may be, still make an incorrect impression upon the child-mind, because of its involuntary power of association. Not only is the wrong impression given, but it remains, in spite of every assertion of reason to the contrary.

When the young student of geography is first instructed that "the Equator is an imaginary line drawn around the earth from east to west," "imaginary" touches no responsive association in his mind but "line" does; and from that minute, he carries with him to mature years the almost indelible image of a visible line stretched across, or drawn across the earth from east to west. His mind cannot accept the word as the geometrical abstraction intended. For him, it may be a telegraph-line, or a clothes-line, or merely a chalk-line, but it is inevitably a visible, material line. I have never quite rid myself of this impression and never expect to, any more than of the impression that the sun rises. During a southward voyage a few years since, as we entered southern latitudes, I was conscious of a vague unreasonable expectation that we should ultimately come up against something corresponding to the Equator; or at the least, that there would be some indication of it in the shape of a buoy or a land-mark along the shore. And I believe this feeling is the rule among children, not the exception.

No great harm is done in this instance, but the continued repetition of false impressions concerning little things, tends to confusion, and ought to be avoided, so far as well-chosen phraseology will do it. And herein is a large part of the strength of the "new education." Always and everywhere, the concrete precedes the abstract. The fact is clearly conceived by the mind, before it finds utterance in words.

For the SCHOOL JOURNAL.

YOUR SENSITIVE PUPIL.

By K. M. ARMITAGE.

Somewhere in your class, perhaps undiscovered as yet, there is a sensitive and retreating spirit. It lies with you to make the five hours of school a burden and a torture, or a time of happiness and gain. Every child has an undefinable longing for tenderness, and the school hours are one half its life. If it receives at home a mother's tender care, it ought to be continued by the teacher in the school-room; if the home tenderness is lacking, so much the more ought it to be supplied by a sympathetic teacher.

A lady said to me, "One of the most vivid remembrances that I have of my school life when I was twelve years old, was the tender way in which the principal treated me. It was a rainy, disagreeable day in winter, and my mother had tried to dissuade me from attending school, as I had not felt well in the morning. But ambition ran high in my class, and as I was at the head—a place lost by absence—I would not hear of staying at home. The remorse I felt at the disregard of my mother's wishes, and my indisposition, soon took away the feeling of honor at being "head," and to a question in geography I answered by bursting into tears. My teacher was young and inexperienced; she did not know that one of her most ambitious pupils was at the same time the most sensitive. She sent for the principal. This lady I had always held in the deepest reverence and awe. She had a sad face and a sweet smile, and I had an idea that she now would despise me for my childishness. When she came in the room, without stopping to see my teacher, she sat down by my side and put her hand about me, asking in the tenderest way, "What is the matter, darling?"

The tone, the act, the gentle concern, thrills me to this day. I could only sob out something about mamma—didn't want me to come—sick—ashamed—lose my place. Her ready tact divined that I would be better off at home, and she told me that she would excuse me for the day, and I could keep my place, and make up my lessons on the morrow. Then, getting my hat and wraps, she sent for a girl from a higher class to go home with me. The delicate wisdom of that moment will never be lost; it will benefit more than the child for whom it was meant. Stronger than the book-knowledge received at that school was the effect of that teacher's sympathy.

For the SCHOOL JOURNAL.

DO YOUR PUPILS GOVERN YOU?

By K.

Or do you govern your pupils? Which? It must be the one or the other, it may be that they govern you. You never thought of that, did you? They govern you so well (and there lies the secret of it all) that you did not suspect it. It does not take any smarter pupils than those in your class to govern a teacher of ordinary capacity. And what is your capacity?

Now, do you govern them? And how do you do it? With a rod of iron? "They know I'm their teacher, and they've got to mind," a sharp-looking female—I cannot call her a lady—remarked at a teacher's institute. She then went on to say that she had no whispering, no noise, every scholar sat perfectly straight, walked on tip-toes"—in fact, there was nothing to be improved in her government. But her class was known to be without freedom of action in any respect—walking, sitting, speaking, were to be done at her command. She ruled.

Do you govern your pupils by love? Is it a pleasure to them to obey you? Are your rules few and do you insist upon their being kept? Are you arbitrary? There is where the red flag waves in the teacher's life. Danger ahead!

For the SCHOOL JOURNAL.

A MORNING GREETING.

By K. M. A.

Try to start the day pleasantly. A bright smile, a kindly word before school opens, does much towards establishing the success that is to crown the day. Many a dark face among four pupils is only the reflection of your own; for nothing is so catching as a cheerful expression.

Encourage your pupils to greet you before the bell rings; to take your hand and wish you "Good morning." Talk with them when you have five minutes to spare—waiting for the classes to change—of the meaning of the common greeting. Does it really mean that you wish the morning to be good?

One of the pretty things at The Kindergarten of Prof. and Mrs. Kraus, in New York, is when the children come in at nine o'clock, and before taking their places at the little tables or joining in the circle, quietly make their way to their teacher and offer their hands with a courtesy. It is a habit that passes from one child to another, and is done so naturally by new children that but for awkwardness in other directions, you could not tell them from those who have been for a longer time under the Kindergarten training. It is a mark of respect to an older person, and is so generally done that the children feel that it is the beginning of the pleasures of the day.

A TEACHER should never study, or read, or think himself, out of sympathy with bounding young life; on the other hand, his standard of reading and thinking should be pure and high, and his sympathy with his pupils so perfect that they are drawn up to it.

SHAKESPEARE'S BONES.—At last the earnest plea and solemn prohibition carved on Shakespeare's tomb have ceased to protect the poet in his resting place, for permission has been given to exhume the remains for the purpose of determining which, if any, of the alleged masks and busts are accurate.

WHAT TO DO?

One of the most hopeful of the signs of the times is the earnest inquiry for directions for improvement in teaching. These inquiries are mainly from men and women who are in the district schools, though no small number of the assistant teachers in the city schools begin to feel the need of more light and knowledge. The reason the district-school teachers are more earnest, is that on them devolves the sole responsibility of the welfare of their schools. The trustees hire them but never visit them. With such a teacher the responsibility is very heavy, and a conscientious person feels it.

The (so-called) lower teachers are the ones who call for aid; the principals, the superintendents, rely on their routine, and keep still.

One teacher writes: "I asked the principal of the school, 'What shall I do to improve the teaching in my room?' She said: 'Make them get their lessons perfectly, be just as thorough as you can, strictness is the key to improvement.'"

Another writes: "I asked one of our N. Y. Institute conductors, 'How can I improve myself as a teacher,' and he replied, 'Read Upham's Mental Philosophy.'" The former belonged to the "Cram" order, considering that to be good teaching where the pupils can recite well. Once this was considered sound advice, but that day has passed or is passing away. The latter gave wild advice. No teacher was ever improved by reading mental philosophy, especially Upham's.

What shall an honest teacher do who wishes to improve in teaching? It is evident that he must know more of the Science and Art of Education. First, then, of the Science of Education. He must settle in his mind that education is not the acquirement of knowledge, and that however thorough he may be and however exacting his discipline, he may not be educating at all. He must study the views of the best thinkers on the subject of education, and he cannot do a better thing than to purchase Joseph Payne's Lectures on Education. The best writers and thinkers define education to be the harmonious development of the mental, moral and physical powers. Let this be kept in mind steadily during the day; let the teacher ask himself as he faces his classes, "Am I developing the faculties of my pupils?"

As he reads further, he will find that a second principle is, that this development is effected by the absolute exercise of the mental, moral and physical powers. This means, not that it is effected by something learned by the pupil, but by the exercise of the faculties. Omitting just now the moral and physical sides, and confining attention to the mental or intellectual faculties, he will see that, to strengthen the perceptive powers, they must be exercised by employing them on proper objects; that that the associative, remembering, judging and imaginative powers can be developed by employing them. He will see, further, that there may be a great deal of book-work done and no exercise of the mental faculties that is worth naming. He knows by his own experience that when he wants to do the least he reads a newspaper, and this is a fair sample of what goes on in the school-room.

He will find that a third principle is, that, to effect development, the mental powers must be directed upon things, objects, or subjects that belong to the real life of the child. He knows that very much of what is done in school is dropped as soon as school is over, just as the average man drops the theology he heard on Sunday when the wheels of business begin to turn on Monday. The pupil is set to calculating what the weight of so many bushels of wheat will be at so many pounds to the bushel, when he does not know what wheat is, nor what a bushel is. An incident went the rounds of the papers recently by which it appears that a boy was shown a pound weight. Looking at it in astonishment, he said, "Why, I thought that a pound was more than a man could lift." Under such circumstances how much development could be got by that boy out of Reduction ascending or Reduction descending.

A fourth principle is, that the objects or subjects

to be selected, must lie just outside the circle of the child's experience so as to be easily connected by thinking, with that experience. This, of course, denies the usefulness of abstract objects; it supposes that new subject can be easily brought into the light of the child's experience. You turn up the gas-jet a little way and it sends out light to a certain distance, you turn it up higher and the circle that is illuminated is a larger one. So it must be with knowledge.

Other principles, such as that the objects must be practical so that the powers will intuitively operate, that the pupil does the education, the teacher only furnishes the occasion, and that pleasure accompanies mental activity, are important to be fastened firmly in the mind.

Let it be remembered that these principles have been discovered by examining the mode or manner in which the human mind operates. Let the teacher then hold these principles in his mind and begin to examine the operations of the minds of the children himself. If he is not a student of mental operations he will be no teacher. He may not see clearly how he is to apply these principles; but let him determine to do so at all hazards. He has before him a class in reading. Let him say to himself, "I am to educate; what now is education?" (Principle 1). How is it effected? (Principle 2). What subjects are to be selected? (Principle 3). What must be done with those subjects or objects? (Principle 4). And so for the others.

Let him criticize himself unsparingly; let him determine to be common-sense at all hazards, and that means scientific.

Having fixed on certain principles, let him next determine to improve the art or method of his teaching. By this is not meant the way the children stand or hold their books; it means that the method by which the teacher exercises the mental powers shall be in accordance with the method of nature. A right method will come from a clear understanding of principles. Let it be the reading class that is before him. He proposes to have the pupil get the thought of the author and communicate it to the hearer. Now, we know that of all the teaching in the school-room, the teaching of reading is the very worst. The reason is that there is no thinking done by the pupil. Begin, then, by *inciting thought*. If your pupils exhibit activity of mind over the reading lessons you may be sure you are on the right track. Remember, you teach reading mainly to exercise the mind. Are your pupils thinking? If they think they will develop their minds.

Keeping this in mind the teacher will discuss the whole "piece," he will take word by word, sentence by sentence, and burrow in them, so to speak, so that the pupils find out all there is to be known. The kind of sentences, the analysis of words, the figures of speech, the composition of similar "pieces," the emphasis, inflections—all will be looked into by the teacher and pupils. If his method is a good one, he will have a class before him glowing with pleasure. Why? Because mental activity and development give pleasure, contrary to the usual notion. Going to school when there is no mental activity, and going to school when there is mental activity, are two different things.

The teacher's method will spring out of the great principle that every so-called "lesson" is an exercise of the mind. To guide the teacher in his method some aid may be derived from books on methods—possibly, but they will be helps only; they will not take the place of the careful study of the child. In previous numbers of the *JOURNAL* the principles pertaining to methods have been given—such as "from the known to the unknown," "from the thing to the sign," etc., etc. These may help, but let the teacher keep his eye on the child; he can read there his success or failure.

Finally, let no one be discouraged; let him keep bravely to work. If he will keep the principles of Education before him and practice in accordance with them, he cannot but eventually succeed. Two volumes will be of the utmost value to him. One is "Principles of Teaching," by Joseph Payne, price in paper, 50 cent, and the other is "Talks on Teaching," by F. W. Parker, price \$1.00. Both are published by E. L. Kellogg & Co.

NEWSPAPERS IN THE SCHOOLS.

To assist the studies of children by having them read the newspapers in the public schools at stated hours, and under the supervision of teachers, is not a new idea. It is on trial in different parts of the country, and has just found a warm, practical advocate in Superintendent Luckey, of the Pittsburgh public schools. In a recent convention of Pennsylvania teachers, the gentleman opposed the use of any and all spelling books, because he contended that a word standing by itself was dead, while in a sentence it had life. He ridiculed the reading lessons to be found in the school books, and wanted the newspapers substituted for the prosy readers dealing with unrealities and teaching nothing. He stated that in Pittsburgh's public schools the geography was only a book of reference, the daily newspapers being the means by which geography was taught. Through being made familiar with the news the children associated places and events readily, and seldom forgot either.

Inasmuch as Superintendent Luckey, is neither the proprietor nor editor of a newspaper, his uncolored testimony to the value of a newspaper as an educator for the young as well as the old, must in fairness be accepted as unprejudiced. Naturally he feels a deep interest in the pupils under his charge, and is desirous of doing all in his power to further their advancement. Taught by experience that the journals of the day are better mediums for the acquirement of geographical knowledge than the text-books on that subject, he sensibly puts aside the latter.

If the pupils of our schools can be taught to read more understandingly in the columns of newspapers than in the pages of the tiresome, dull reading books, the journals should be adopted. Many men and women are firm in the belief that senseless reading is the only proper mental food for children. As a rule the juveniles know more of the practical workings of life than they receive credit for.

Boys take an interest in what their fathers talk of, be it war, politics, or a financial panic. Permitted to read about these engrossing topics, the lads would put animation into the reading lesson, instead of perfunctorily groaning and whining through it, as under the existing system. Superintendent Luckey's outspoken advocacy of newspapers in the schools cannot well fail to challenge the attention of educational boards and school controllers in our large cities.—*Printers.*

DEVELOPING FORCES.—If it be admitted that effort and use lie at the foundation of development, it is important that the stimuli to effort and use should be preserved intact. The first great stimulus, both in importance and in order of time, is hunger. The second great stimulus is the instinct of sex. These two impelling forces lie at the foundation of the activities of man, as well as of the inferior animals. A modern school of evolutionists believes that not only the machinery of animals has been built by these forces, but the mind itself has been by them elaborated from these forms of simple consciousness in conjunction with memory.

OBJECT OF EDUCATION.—The true education is to unfold and direct aright our whole nature. Its office is to call forth power of every kind—power of thought, affection, will, and outward action; power to adopt good ends firmly, and to pursue them efficiently; power to govern ourselves, and to influence others; power to gain and to spread happiness. Reading is but an instrument; education is to teach its best use. The intellect was created not to receive passively a few words, dates, facts, but to be active for the acquisition of truth. Accordingly, education should labor to inspire a profound love of truth, and to teach the processes of investigation.—*Channing.*

STUDY WHAT YOU TEACH.—A thorough understanding of the lesson to be taught, of course lies at the foundation of freedom in teaching. One cannot give a very clear description of that which is to

him as vague as men who look like trees walking. Whatever the subject may be, this thorough understanding can be obtained only by patient study. No matter how long a teacher has been teaching a particular subject, when he comes to carry a new class through it, he needs to refresh his own mind upon it before going into class. When Arnold, who followed this rule, was asked why he took such pains, when these lessons had been prepared and taught so thoroughly in former days, he replied, "I wish my pupils to drink from a running stream, and not from stale waters." The teacher who acts upon such principles cannot fail to have freedom in his class.—*S. S. Times.*

ONE of the lecturers of the Salle des Capucines, in Paris, lately gave the following anecdote: "The ladies of Tlemcen, seeing our admiration of the Moorish children, surprised us by the visit of a splendidly dressed and lovely little girl of seven or eight. 'Thy child is lovely as a rose,' I said to her father; 'does she read and write?' 'No,' said he, 'my daughter is a girl!' 'And because she is a girl, thou teachest her nothing?' 'Nothing; for a woman is happy only when she knows nothing.' 'But she cannot read the Koran, which speaks of Allah, who made her so beautiful!' 'So much the better; my daughter has nothing to do with the mysteries of the Koran.' 'But I believe, with the great Prophet Christ, that she has a soul, even as thou and I.' 'Sidi!' cried he, desperate; 'my daughter is not a boy.'"

THE complaint of President Robinson, of Brown University, that the proper study of the English language is neglected by students in our colleges is well founded. It is true, as he says, that young men are annually graduated with very fair attainments in some directions, who yet can neither think systematically nor write with clearness and force, not to say elegance.

In our oldest and most famous colleges only a small proportion of the students really devote themselves with zeal and patience to their work. Some professors put the proportion as low as one-tenth. The rest, like careless school boys, count it a great gain to have successfully escaped a task. But even of this more studious tenth, very few learn to write with clearness and propriety. Nay, the majority are unable to speak their language with correctness.

And yet the boy of a good mind can be taught to say what he has to say simply, naturally, clearly, and even forcibly. There is, of course, a charm of writing, a beautiful lucidity, an artistic quality, which cannot be imparted by any teacher. But the ability to write straightforward English and to make a point with sharpness can be acquired.—*Sun.*

DR. JOHN HALL, describes in a pathetic manner a scene that he witnessed on a boat in New York harbor. Not far off was a well dressed but tipsy young man. Beside the clergyman was a plainly dressed man. When he saw the people laughing at the drunkard, he saw in his neighbor's eyes such a sad, pitying look that he said to him, "They should hardly laugh at him." "No, it is a thing to cry over." Then he told of his own wife, who took to drink in Scotland, and who promised to reform if he would come to this country, but did not, and died of drunkenness. "But I hope you have comfort in your children." "One, the second, is a good girl. The oldest is not steady, I can do nothing with her; and the youngest, a boy, can't be kept from drink. I've sold my place, and am going to a town in Ohio where, I am told, no liquor can be had—to try to save him." Dr. Hall says, "Who would not wish for abstinence societies, tracts, books, ministers' sermons, young people's pledges, humane laws? One almost cries out for anything that will stop this slow, cruel murder of home love, of men, of women, of little children, of hope, of peace, of immortal souls." It is this that is a part of our life; shut our eyes if we will. So the teacher must diffuse a sentiment in favor of temperance. It is said we can do no more now to stop the traffic because the present generation were not educated to comprehend the immense issues at stake. Our school-rooms must teach temperance.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

FORM-LANGUAGE WORK.

After experimenting for some time in search of a practical method of teaching drawing adapted to common schools, it was found that before any real drawing could be profitably attempted preliminary work was necessary in developing the observing faculties. And after trying in a great many ways to accomplish this end, I hit upon what may be called form-language work, and the drawing which had been, for the most part, wearisome drudgery, became both pleasant and profitable. For instance, some attribute of form, as position, size, action, etc., is taken as the *motif*, and some form is selected, the drawing of which, will enable the teacher to bring this attribute prominently before the school.

The children first draw the form, or, perhaps, draw at it, is better, and then the teacher shows them in a wholesale way, from the blackboard, something that they have failed to look at or to think of, but in no way is the drawing itself com-

that you call a hat or a cloak at the top of the wall, for instance, and ask if it tells the truth about the position of the object on the wall. Try different positions, and finally make it in the right place. Have the children now try to make their picture. The motto is "Tell the truth." Proceed in this way for ten or fifteen minutes, and then drop it for a week or two.

It has been found impracticable to drill on this or any other theme until it is learned, but the best results are obtained by bringing new points up and then allowing them to rest long enough to be fresh again.

THE RELATIVE POSITIONS OF A BOY AND A RING.

It may seem strange to some at first, as this lesson is read, that an object so difficult as a boy should be given to little children to draw; but when it is understood that the idea is not to draw the boy, but to show where we would draw him if we could, it becomes simple enough. There is, however, a point gained by the use of the human figure in elementary work, which makes it a most valuable auxiliary—the children like it, and are, therefore, more ambitious.

In the centre of the blackboard draw a ring, say



Fig. 2.

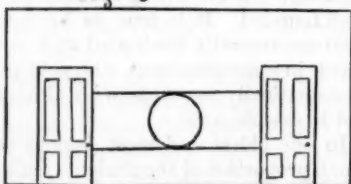
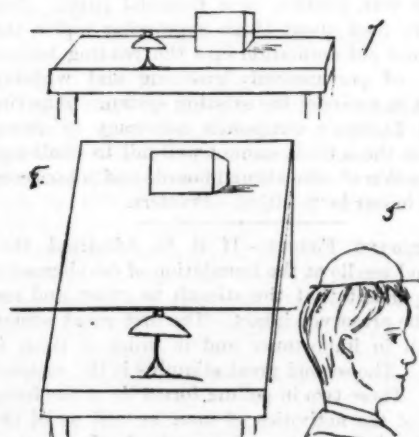
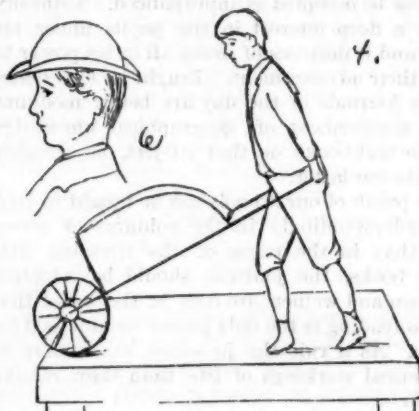
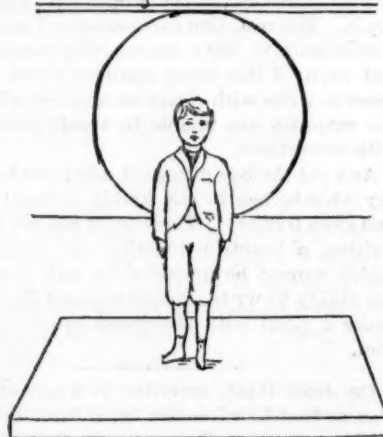


Fig. 3.



mented upon, except it be to commend by way of encouragement. This, it will be seen, is using drawing as a means of expression, hence we call it "form-language work." I herewith send you a few suggestions, thinking that perhaps some of your many readers, who may be wallowing in the same slough that so long hindered our own progress, may be helped by them as much as we have been.

POSITION OF OBJECTS HUNG ON THE WALL.

Hang a hat, a clock, a map, or other object on the wall of the school-room, and have the class try to tell you by a picture on their slates where on the wall it is. It will require hardly a moment for the drawing to be completed, and when it is done it will be found that most of the pictures say that the hat or other object is hanging from the top of the wall. To bring out this failure of the children to look for the position, and send it home to them as convincingly as possible, the teacher may draw an outline of the wall on the black-board. (See fig. 1.) Talk with the children about it. Which is the top of the wall? Which is the bottom of the wall? Which the top or bottom of the black-board in the picture, etc.? Now draw something

three feet in diameter, (see fig. 2), and have the class draw a ring on their slates. Now pose a boy on the front edge of the platform, directly in front of the ring, (see fig. 3). The problem is to accustom the children to looking at the relative picture positions of things. For instance, the ring is behind the boy—farther off, but in the picture they must both be represented on the same plane, the surface of the slate, hence the draughtsman must learn to look at things remote as standing on the same plane with that which is near.

The children on the right hand side of the room will see the boy on the left-hand side of the view, and vice versa, while those in the center cannot see the whole of the ring, because the boy hides it from view. Have the children talk about what they see, and draw it from different parts of the school room for ten or fifteen minutes, and when it has rested for a week or two try it again.

POSITION AS REGARDS RELATIVE HEIGHTS.

Let some of the children bring a toy wheelbarrow to school, a stick with a wheel or a caster on the end of it, such as we often see boys with, will do just as well, and pose a boy on the teacher's

table. (See fig. 4). In this position the boy's feet and the bottom of the wheel are on the same level; but in the picture we will see that the wheel is on a level with the boy's knee. And strange as it may seem, this will be true of all schools, without regard to the length of time that they have been taught drawing.

To show the children how simple a thing they have failed to see, hold a pointer horizontally touching the boy's knee, and have the class draw a line on their slates through the picture of the boy's knee. They will then see that they have made the wheel all out of place, simply because they did not look. Let them try again. Draw different boys, faced in different ways, for ten or fifteen minutes, and then let it rest for a while. The understanding of how to look at things will be of slow growth. Sow the seed liberally and leave the rest to time.

POSITION OF A BOY'S HAT ON HIS HEAD.

Pose a boy with his hat on and his profile to the school. Have the class try to tell by a picture how he wears his hat. When it is done every hat in the room will be found to be much too small and just on the top of the head. (See fig. 5.) Have ready another hat that is really too small for the pose and another that is too large. Try each of these on his head and ask the class how it fits. Now ask them to look at their stories (pictures), and see what they say. Call their attention to the fact that the rim of the hat comes almost down to the eyebrows, where it fits thus: To show this the teacher may draw any thing that might be called a head with a hat on. (See fig. 6.) The position of the hat is the thing; nice drawing is of little account.

RELATIVE PICTURE POSITION.

Place any two objects that are unlike in shape, though nearly equal in height, on the teacher's table, one, (a bell), at the middle of the front edge, and the other, a crayon-box, at the middle of the front, (see fig. 7), and balance a straight stick on the top of the nearer one.

Have the class try to describe by a picture how these objects look, and when it is done it will be found that every picture says that the table is tipped up on end, and all the things on it are in imminent danger of sliding to the floor. (See fig. 8.) This is due to the fact that they did not look at what was behind the stick, for if they had they would have seen that nearly, if not quite all, of the farther object is seen below it and not above, as they have said in their drawing. Call the attention of the school to this, and try it again. Change the position of the table and try once more. Work at it long enough to bring out the point and get a little practice, and then rest it. Leave every lesson if possible when the curiosity is at its height.

For the SCHOOL JOURNAL.

LESSONS IN ENGLISH LITERATURE.

EARLY LITERATURE.

The Celts were the early inhabitants of the British Isle. They were of Asiatic origin, and once occupied a great part of central Europe, from whence they were driven by incoming nations. Their descendants occupy the northern shores of France, the Highlands of Scotland, Ireland and Wales. Their literature consisted mainly of songs or hymns which were composed and chanted by their bards; in fact, the bards formed a literary order by itself, for Cæsar tells us that in the schools of the Druids (Celtic priests), young men used to learn by heart a great number of verses on theological and historical subjects.

The Angles and Saxons invaded England in separate tribes, and these were united into seven kingdoms and, finally, in 827, united into one. From these tribes the foundation of the English language arose, for the Celts had practically disappeared. The English language up to the twelfth century was highly inflected. The earliest extant writing is an epic poem entitled "Beowulf,"—it is the oldest writing of any spoken European language; it was composed about the sixth century.

Cædmon who wrote a paraphrase of the Scriptures (630); *Bede*, the Venerable (700); *King Alfred*, who wrote and translated three volumes, (875); *Asser*, who was his adviser; are the main writers up to Chaucer's time. The Conquest by the Normans in 1066 disturbed both the country and the language for nearly three centuries.

One effect of the conquest was to shake off the complicated inflections that burdened the language. When the attempt to revive literature was made after the country had subsided, it was found to be the same language, but changed; it had received many words from the French, but they were additions only.

NOTEWORTHY EVENTS.

WITH HINTS FOR TEACHERS.

Sept. 12.—Death of Hugh J. Hastings, of the New York Commercial Advertiser.—The Poles in Vienna celebrate the Sobieski Festival. [What does this festival commemorate, and whence its name?]

Sept. 13.—Government troops fire into a mob at Jakobovac, in Croatia, killing fifteen of the rioters.—The Lutheran Festival in progress at Wittenberg. [Where is Wittenberg? On what river is it situated? In what regard is it famous? What celebrated character of dramatic fiction is said to have studied there?]

Sept. 14.—A battle between the French forces and the Black Flags near Sontay, in which the French carried the enemy's works at the point of the bayonet.—The towns of Baint and Marigot in Hayti, which fell into the hands of insurgents were retaken by government forces. [What do the Black Flags represent? Where is Sontay? [What part of Italy is Taranto?]

Sept. 16.—Disastrous floods prevail in the district of Taranto, Italy.

Sept. 17.—Warlike operations in Tonquin temporarily suspended.—Parliament was opened in the Hague. Where is the Hague?

Sept. 18.—Gladstone and Tennyson entertain the Danish royal family at Copenhagen.—Fighting in Ashantee, West Africa.

For the SCHOOL JOURNAL.

LESSONS IN LITERATURE.

There is one idea in particular that a great many teachers of English Literature either partly or entirely neglect. It is the ordinal importance of the three elements in a literature lesson. This importance may be stated as follows:

1. The subject-matter.
2. The author.
3. The style or manner of composition.

Some will demur to this and say that number three is in itself almost the entire lesson, and is more important in teaching literature than either of the others. But the truth is, the learner's natural mental constitution seeks the instruction in precisely the order stated, that is, *the thing*; thirdly, *how did he make it?*

Not only is it true with pupils, but with all readers, young and old. For example: We open the book at "The Origin of Roast Pork," by Charles Lamb. The controlling proneness of the pupil's mind is not to be informed about Charles Lamb, nor about the style or dictation or literature of the piece, but to know, first of all, the thing talked about, and then let the other matters come up. So if he is suffered to regard natural chronology in his acquisitions, he proceeds at once to enjoy the relishable account of the burning house and the accidental discovery of the esculent quality of roast pig without a thought of Lamb, or his style of writing. It is to cause such absorption in the reader of what is being said that is the aim of the author, and it may be truly said there can be no adequate appreciation of a writing without this absorption of the subject by the reader. The genius of authorship lies in the ability to create this. Therefore, an intelligent appreciation or understanding of *what* is written is the foundation of the literature lesson; the investigation of *who* wrote it and *how* it was done are subsequent.

This much I offer in opposition to the teacher who would, for instance, insist on the pupil's learning a biography of Charles Lamb, and an elaborate analysis of his literary characteristics preparatory to an attack on his "Origin of Roast Pork."

As brooks make rivers running into seas.

He who takes aim with broken arrow
Will kill his time, but lose his sparrow.

True wisdom, in general, consists in energetic determination.

For the SCHOOL JOURNAL.

MEMORIAL DAYS.

EDGAR ALLAN POE.

[This exercise is designed for October 7, the anniversary of Poe's death. It is intended for a teacher and ten scholars who can be seated on or about the platform. As in the former exercises, the books should be laid aside. A card, banner, or inscription on the blackboard should bear these words:]

EDGAR ALLAN POE.

1st Pupil:—The life of Edgar Allan Poe was sad and unfortunate. He was a man of unusual genius and had splendid opportunities, but his mind and nerves were so sensitive that he lived a very unhappy life. He was often in dissipation, so that his golden opportunities were thrown away, and he died a miserable death in Baltimore, October 7, 1849.

2d Pupil:—During the brighter hours of his life, when his brain was clear and free, he wrote some of the most beautiful poems in the English language. His poetry in several particulars is peculiar and unlike that of any other. It is very musical, and delights the ear as well as the mind. The sound of his words seems to carry the meaning with it. The measure or metre of his verse is nearly always original and there is a prevailing tone of sadness and strangeness in all his writings. The sentiment is always pure and beautiful. One of his best known and most beautiful poems is "The Bells."

3d Pupil:—

Hear the sledges with the bells—
Silver bells—

What a world of merriment their melody foretells!

How they tinkle, tinkle, tinkle,
In the icy air of night!
While the stars that oversprinkle
All the heavens, seem to twinkle
With a crystalline delight;
Keeping time, time, time,
In a sort of Runic rhyme,

To the tintinnabulation that so musically wells

From the bells, bells, bells, bells,
Bells, bells, bells—

From the jingling and the tinkling of the bells.

4th Pupil:—

Hear the mellow wedding-bells,
Golden bells!

What a world of happiness their harmony foretells!

Through the balmy air of night
How they ring out their delight!
From the molten-golden notes,
And all in tune,

What a liquid ditty floats
To the turtle-dove that listens while she gloats
On the moon!

Oh, from out the sounding cells,
What a gush of euphony voluminously wells!

How it swells!
How it dwells
On the Future! how it tells
Of the rapture that impels

To the swinging and the ringing
Of the bells, bells, bells,—
Of the bells, bells, bells, bells,
Bells, bells, bells—

To the rhyming and the chiming of the bells!

Teacher:—Poe was born in Boston, Feb. 19, 1809. His parents died in his early childhood, and he was adopted by Mr. John Allan, a wealthy merchant who had no children of his own. Edgar was taken to England at seven years of age, and sent to school there. He returned to America at twelve years of age, and attended an academy at Richmond, Virginia. At seventeen he entered the University of Charlottesville, remaining one year. At twenty he published his first volume of poems, entitled, *Al Araaf, Tamerlane*, and other poems. After the death of Mr. Allan, Poe devoted himself to literature as a profession, publishing many strange stories, and being at various times contributor to, or editor of different magazines, in Richmond, Philadelphia, and New York. In 1835, being then twenty-six years of age, he married his beautiful young cousin, Virginia Clemm. He was a devoted husband, and his tender love for his young wife is shown in the beautiful poem "Annabel Lee," which was suggested by her death.

5th Pupil:—

It was many and many a year ago,
In a kingdom by the sea,
That a maiden lived, whom you may know,

By the name of Annabel Lee;
And this maiden she lived with no other thought.
Than to love, and be loved by me.

I was a child and she was a child,
In this kingdom by the sea,
But we loved with a love that was more than love,
I and my Annabel Lee—
With a love that the winged seraphs of heaven
Coveted her and me.

And this was the reason that, long ago,

In this kingdom by the sea,
A wind blew out of a cloud, chilling
My beautiful Annabel Lee;
So that her high-born kinsmen came
And bore her away from me,
To shut her up in a sepulchre
In this kingdom by the sea.

6th Pupil:—

The angels, not half so happy in heaven,
Went envying her and me.

Yes! that was the reason (as all men know)

In this kingdom by the sea,
That the wind came out of the cloud by night
Chilling and killing my Annabel Lee.

But our love it was stronger by far than the love

Of those who were older than we,
Of many far wiser than we:
And neither the angels in heaven above,
Nor the demons down under the sea,
Can ever dissever my soul from the soul
Of the beautiful Annabel Lee.

For the moon never beams without bringing me
dreams

Of the beautiful Annabel Lee,

And the stars never rise, but I feel the bright eyes

Of the beautiful Annabel Lee;

And so all the night-tide, I lie down by the side
Of my darling, my darling, my life and my bride,
In her sepulchre there by the sea,
In her tomb by the sounding sea.

7th Pupil:—Though he is chiefly known by his poems, Poe was a thinker and philosopher. He had a wonderful insight into the human mind, and gave deep thought to the philosophy of life. He declared in his prose poem "Eureka," a most profound belief in God the Almighty Creator of the Universe. Poe was a man full of strange contradictions, but his poems have no taint of wrong or evil, they are models of purity and beauty. "The Haunted Palace" is an allegory, relating to a beautiful young girl who became insane.

8th Pupil:—

In the greenest of our valleys

By good angels tenanted,

Once a fair and stately palace—

Radiant palace—reared its head.

In the monarch Thought's dominion—

It stood there.

Never seraph spread a pinion

Over fabric half so fair!

Banners yellow, glorious, golden,

On its roof did float and flow,

(This—all this—was in the olden

Time long ago).

And every gentle air that dallied

In that sweet day,

Along the ramparts plumed and pallid,

A winged odor went away.

Wanderers in that happy valley,

Through two luminous window, saw

Spirits moving musically

To a lute's well-tuned law,

Round about a throne where, sitting (Porphyro-
gene!)

In state his glory well befitting,

The ruler of the realm was seen.

9th Pupil:—

And all with pearl and ruby glowing

Was the fair palace door,

Through which came flowing, flowing, flowing,

And sparkling evermore,

A troop of Echoes, whose sweet duty

Was but to sing,

In voices of surpassing beauty,

The wit and wisdom of their king.

But evil things, in robes of sorrow,

Assailed the monarch's high estate.

(Ah, let us mourn!—for never morrow

Shall dawn upon him desolate!)

And round about his home the glory

That blushed and bloomed,

Is but a dim-remembered story

Of the old time entombed.

And travelers, now, within that valley

Through the red-litten windows see

Vast forms, that move fantastically

To a discordant melody,

While like a ghastly rapid river,

Through the pale door

A hideous throng rush out forever

And laugh,—but smile no more.

10th Pupil:—Poe's most celebrated poem is "The Raven." It is very strange and unnatural; but it is not so beautiful as many others.

Teacher:—We may learn two lessons from Poe's career. From his miserable failure and death (which occurred in Baltimore, at forty years of age) we learn that great talents and great opportunities will not insure success without good principles and steady habits. Another lesson we learn is that all that is low and bad will die, while pure and beautiful will live.

[The little poem "To Helen," was written when Poe was only a boy, and forms a fitting close to this exercise if the teacher desires. The teacher should be able to explain the classical allusions in an interesting manner.—Ed.]

TO HELEN.

Helen, thy beauty is to me
Like those Niccan barks of yore,
That gently, o'er a perfumed sea,
The weary, wayworn wanderer bore
To his own native shore.
On desperate seas long wont to roam,
Thy hyacinth hair, thy classic face,
Thy Naiad airs have brought me home
To the glory that was Greece
And the grandeur that was Rome.
Lo! in you brilliant window-niche
How statue-like I see thee stand!
The agate lamp within thy hand,
Ah! Psyche, from the regions which
Are Holy Land!

SPEAKING TO THE POINT.

FOR DECLAMATION.

[An addition having been made to the jail in Paterson, New Jersey, at a cost of \$30,000, the county officers and contractor celebrated the event by a banquet in the building. There were liquors in great abundance. After a number of toasts had been drunk, the gentleman presiding, a judge, proposed "the temperance cause." It was probably done because they were getting pretty drunk. Mr. Bantram, a temperance man, was called on to respond, and did so in the following stinging speech:]

"I thank you for this invitation, and I recognize its fitness. You have assembled to celebrate the enlargement of this jail, rendered necessary by the use of strong drink, in which you are so freely indulging this day. Down stairs the cells and corridors are crowded with criminals who have but changed places. A few years ago they were respected citizens, some of them occupying as responsible positions as those now occupied by yourselves; but they commenced as you have commenced, and they continued as many of you are continuing, and to-day they are reaping the harvest in a career of crime, and paying the penalty with a period of punishment. I hear the popping of corks. I listen to the merry voices, and the praises you are singing to the infernal spirit of wine; but there comes to me the refrain from the prisoner's cell, who is shedding penitential tears over his folly, and accompanied by the still sadder wail of anguish uttered by the broken-hearted wife, worse than widowed through the traffic in strong drink, which, as a judge in your courts said, 'is the great promoter of crime,' a traffic licensed by your votes, and sustained by the patronage you are this day giving it. It is with inexpressible sadness that I discover that there can be found in Passaic county so many men with hearts so hardened, feelings so calloused, sensibilities so blunted, that in a place like this, under circumstances like these, they dare raise to their lips that which depraves the citizen, and endangers the state. Thanking you, gentlemen, for this unexpected privilege, I take my seat, fully conscious that you will never again call on me under similar circumstances."

THINGS TO TELL THE SCHOLARS.

RACE DISTINCTION.—There were no speakers at the Educational Convention at Ocean Grove, listened to with more pleasure than Bishop Campbell, Prof. Price, and Dr. Tanner; all negroes. They were told that, except so far as they had friends of their own color to receive them, there was no place where they could be entertained as gentlemen. They might have rooms at a hotel, but must not eat with the white guests in the public dining room. The leading landlord in this resort was willing to entertain the Indian student-band from Carlisle, but would not think of finding room for negroes.

CHINA.—European statisticians are gradually reducing their estimates of the population of China. It used to be put at over 400,000,000. Behm and Wagner reduce their estimate for China and Corea to 379,500,000. Peterson reduces his estimate by 75,000,000, making the present total 350,000,000. Dr. Happer, missionary, believes this can safely be reduced another 50,000,000. Mr. Hippisley, acting Commissioner of Customs, thinks 250,000,000 more nearly correct than 350,000,000. The losses by the Taeping and Mohammedan rebellions, and by the famine and pestilence which swept the provinces of Chi, Shantung, Shansi, Shensi, and Honan, are variously estimated at from 61,000,000 to 81,000,000.

SITTING BULL, who has lung disease and fears that he may not live long, said to a correspondent of the St. Louis Republican: "I don't know how to speak to the white people. We were once enemies, but now are friends. I was not in the fight with Custer, being in my camp over the hill; but I commanded the tribe with my chiefs. I do not know who killed Custer, nor do any of my braves, because we knew that he wore long hair. We afterward learned of his death, and that a few days before the battle he cut off his hair. One of my men got his buckskin coat, but the brave has since died and been buried in it. This is all I know about the battle."

The statistical bulletin of the German Empire reports that the number of persons who cultivated the tobacco plant in Germany was 215,249, and that the area under cultivation was about 55,000 acres, showing a decrease of 30,000 planters and 13,000 acres on the year 1881. The largest area of land under tobacco cultivation last year was in the grand duchy of Baden (17,000 acres), and then came Prussia (8,200 acres), Bavaria (8,000 acres), Alsace-Lorraine (7,500 acres), and Hesse-Darmstadt (2,400 acres). The total weight of the tobacco crop when dried was 38,850 tons, as compared with 61,315 tons in 1881, and of this quantity 11,670 tons came from the grand duchy of Baden, 9,884 from Prussia, 8,383 from Bavaria, 6,674 from Alsace-Lorraine, and 1,129 from Hesse.

HONORING THE FATHER OF PHOTOGRAPHY.—The bust of Daguerre, subscribed for by the photographers all over the world, was unveiled Aug. 26, at Cormeilles (Seine-et-Oise), where an inscription marks the house where he was born in 1787. The grand-nephews of Niepce, by way of protest against this monopoly of honors, has published the agreement between Niepce and Daguerre. This document establishes a partnership "for co-operation in perfecting the said discovery, invented by M. Niepce, and improved by M. Daguerre." Niepce engages to confide to Daguerre, under the pledge of secrecy, the principle of his discovery, and to furnish the minutest particulars of the processes connected therewith, in order to accelerate and combine the researches and experiments for perfecting and utilizing the discovery.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

Devote each day to the object then in time, and every evening will find something done.—GOETHE.

Keep your promise to the letter, be prompt and exact, and it will save you much trouble and care through life, and win for you the respect and trust of your friends.

Religion is no leaf of faded green.
Or flower of vanished fragrance, pressed between
The pages of a Bible; but from seeds
Of love it springeth, watered by good deeds.

—J. T. TROWBRIDGE.

It is not the best things—that is, the things which we call best—that make men; it is not the calm experiences of life. It is life's rugged experiences, its tempests, its trials.

Yes, it becomes a man
To cherish memory where he had delight,
For kindness is the natural birth of kindness.
Whose soul records not the great debt of joy,
Is stamped forever an ignoble man.

—SOPHOCLER.

EDUCATIONAL NOTES.

NEW YORK CITY.

Mr. Knickerbocker was reported as saying, at the State Association, that the scholars in New York City are required to stand and spell orally. He says this does not represent what he said on this point; that he said nothing in reference to the manner in which spelling is required to be taught in this city.

The classes of the Art Students' League for the season of 1883-4 will open Oct. 1. This academic school of art is maintained by art students of New York for the purpose of furnishing a thorough course of study in drawing, painting, artistic anatomy, perspective, and composition. It is managed by a Board of Control, consisting of twelve members, elected annually, a majority of whom are students actually at work in the life classes. The membership of the League is limited to artists and students, ladies and gentlemen, who intend to make art a profession; but the classes are open to all who have attained the required standard in drawing. Full information may be obtained by addressing the League, 38 West Fourteenth street.

ELSEWHERE.

MISSOURI.—Com. Dines, of Chariton County, says: "I heartily indorse Parker's book, and would like to see him 'unbridled' in this part of the United States." [Thanks for your aid, Mr. Dines.—Ed.]

PENNSYLVANIA.—County Superintendent J. S. Briggs reports a great deal of life in the teachers' institute lately held at Beaver. Prof. John Ogden was one of the instructors, and his work proved quite as effective as ever. The Institute enjoyed unusual attendance and popularity.

KENTUCKY.—General A. P. S. Dodge, son of the late Wm. E. Dodge, and now residing at Lexington, has given \$7,500 for the cause of education in Breathitt County, \$3,000 to be used in building an academy at Jackson, the county seat, and \$4,500 in aiding meritorious young men in obtaining an education.

NEBRASKA.—Prof. E. T. Hartley, city superintendent of the schools of Lincoln, is a graduate of the Wesleyan University of Delaware, Ohio, class of 1870. He pursued special studies at Cornell University for six months, received the degree of M.A., and spent one year in European travels. He also has been for three years an officer of the Tri-State Teachers' Association—Ohio, Indiana, and Michigan—which meets at Toledo.

MISSOURI.—For some years the Pulaski County teachers' association was more mythical than real. With a few efficient workers whom the present commissioner can call to his aid with an assurance of a hearty response, it is hoped that a new era is dawning upon the educational interests of the country. While better teachers are coming to the front, old fogies and incompetents are going to the rear. Good teachers can be had; an incompetent is dear at any, or no, price.

JAPAN.—The teachers at the school for the sons of Japanese nobles in Tokio appear to have hit upon a notable method of teaching physical geography. In the court behind the school-building is a physical map of the country, between 300 and 400 feet long. It is made of turf and rock and is bordered with pebbles, which look at a little distance much like water. Every inlet, river, and mountain is reproduced in this model with a fidelity to detail which is wonderful. Latitude and longitude are indicated by telegraph wires, and tablets show the position of the cities.

MASS.—Without a university, so named, Worcester is fast becoming a university town in respect to the facilities furnished by its numerous educational institutions, and the help all these derive in all lines of study from the splendid collection of the Public Library, and other libraries, beside courses of literary and scientific lectures from the most eminent scholars. With all these advantages it is not strange that the Highland Military Academy attracts boys from all parts of the country. It is one of the few Eastern academies that discriminate in favor of Western and Southern students by deducting from the regular charges the railway fare of one round trip a year between home and school.

PHILADELPHIA.—Miss Ruth B. Burritt proposes to give a course of lectures at No. 1,607 Chestnut street, embracing the following topics: 1. How the Child learns to Talk—object, idea, word, association. 2. Blackboard Word, Sentence, Script, Picture, Drawing. 3. Talking with Chalk, Pencil, and Pen—unity of reading, writing, spelling, pronunciation, use of capitals and composition in one exercise. 4. Number Lessons—How to use Objects—when not to use them. 5. Geography—theory of teaching it—moulding, drawing, building continents.

6. Geography and History combined. 7. Lectures and discussions upon School Discipline—dull pupils; how to correct bad habits. 8. Drawing; an entire new system; commencing by modelling ball, cube, and cylinder; lines formed from real objects.

GARDEN CITY, L. I.—St. Paul's School was thrown open to students for the first time Sept. 20th. The pupils, who are boys, together with those of the St. Paul's School for Girls, assembled in the chapel of the new building at 11 o'clock, and a brief service was held by the Rev. Dr. T. Stafford Drowne, the Warden. Studies began directly after the services. Hundreds of visitors wandered through the airy and inviting rooms of the building. Printed rules were distributed among the pupils. The lads wore handsome uniforms of navy blue, with polished brass buttons. On their caps were fastened the letters "S. P. S." fashioned in gold embroidery. The ordinary uniform will consist of a helmet and short navy blue jacket, with army blue trousers. There are now seventy rooms ready, and 300 will be opened soon. A full corps of instructors has been secured.

S. C.—The State Normal Institute closed a very successful and profitable course of four weeks, on the 30th August. There were about 250 teachers in attendance throughout the month. The Institute was under the direction of Prof. Shepherd, formerly superintendent of schools in Baltimore and now president of South Carolina College, Charleston. At the last day's exercises, speeches were made by the Governor, Hugh S. Thompson; State Supt. Coward, and Prof. Shepherd, congratulating themselves on the wonderful progress and success of the public schools of the State. A speech was also made by Col. Lipscomb, Secretary of State, in opposition to the public schools *in toto*, on the ground that they are a "foreign graft"!—The S. C. State Board of Examiners met on Sept. 4 and adopted a list of books for use in the public schools of the State for the next five years. Reed & Kellogg's Grammars were adopted.—The city of Columbia has taken a long stride forward. The city board of education voted recently to adopt a graded school system, and appointed Prof. D. B. Johnson, of New Berne, N. C., as superintendent, to carry out their plans.

ILLINOIS.—The tenth annual session of the Marion County Teachers' Institute was held at Salem. It commenced July 30, and continued four weeks, with Prof. John T. Bowles conductor, assisted by Messrs. Burdick and Alexander. About 100 were in attendance. The forenoons were used in the usual drill, but the afternoons were devoted to practical school work. First was a lecture on Practice of Teaching; second, a class recitation of children taught by some one attending the institute; and third, a discussion afterwards of the method of the recitation just passed, with criticism, etc. This kind of work is of the utmost importance, and it excited the greatest interest among the teachers and a determination to study thoroughly methods of teaching. A class fitting themselves to teach vocal music in common schools recited daily during the session. At the close of the Institute, the Marion County Teachers' Association was formed with six subordinate associations, so that the teachers could meet often and thus keep up the good work done in the Institute.

SOUTH CAROLINA.—Lately there was an educational mass meeting at Ninety-Six. Col. Coward, State superintendent, said that "As to the system of common schools, the State is committed on the subject, and it is our duty to take up the system, imperfect as it is, and get all out of it we can. No perfect system may be expected. The double condition of our citizenship, the two sets of schools in every neighborhood, the application of the same system to two races jealous of their rights, all tended to make our educational problem a difficult one." Colonel Aiken, M.C., said: "He thought there were too many schools; teachers were incompetent; the moral and physical faculties should be educated as well as the intellectual; the domestic arts, such as cooking, sewing, and other duties, should be taught; he believed in the co-education of the sexes; thought the present system utterly inefficient, and he could see no good in it." Secretary J. N. Lipscomb wanted no common schools. Government should have nothing to do with education; that was the divinely appointed duty of the parents, and it could not be cast on the shoulders of others with impunity.

KENTUCKY.—At the annual Teachers' Institute of Owen County, lately held so successfully in Owenton, the exercises were full of suggestiveness and live public spirit. The following motto found favor with the meeting: "A good teacher is cheap at any price; a poor teacher is costly at half price." Attendance upon the

County Institute was enjoined upon all public school teachers in the county, upon pain of forfeiting their certificates. The importance of the teachers' institute was recognized, and the practical value of discussion, interchange of views, and illustrative exercises, was urged upon the teachers of the county.—The recent institute session in Madison County was a great success. It lasted only three days, but in that time many substantial things were said and done. The address of Hon. W. B. Smith was timely and well chosen. He pleaded for professional excellence, for better houses, and for greater respect shown to the teacher as a factor of civilization. The spirit of the meeting was excellent, as embodied in the clear, incisive, energetic resolutions in favor of shorter hours, better schools, and more thorough State provision.

BROOKLYN.—A visit to Miss Hattie Morris' school on Sixth avenue showed the labors of the principal and her teachers had produced remarkable results. Miss Morris is really remarkable as a teacher; her whole soul is in her work and she has devised ways and means to elicit the co-operation of the boys and girls. The *World* lately contained an ill-natured article referring to the hives of bees in the school yard, but this only illustrates the narrow views of some people in looking at a school. There are some who think the children have nothing to do but to study their books. We certainly thought Mr. Pulitzer was not one of these. To avoid controversy Miss Morris had the hives removed. Pretty work for a metropolitan newspaper! These bees were brought there to interest the children in the animate world; and many a little boy in South Brooklyn watched with delight the bees coming in with honey all of last summer and become interested in the school-building where they were. Having noted some sharp criticisms on Miss Morris, a careful survey was made and a fair conclusion reached.

1. The building is an attractive and convenient one.
2. Miss Morris thoroughly understands what she is about. She may not "keep school" in the traditional way, because she has found out a better way. She has made a long and careful study of the proper way to develop and instruct children, and is putting her plans in practice as far as she is permitted.
3. Her assistants seem intelligent and the work they are doing seemed to be properly undertaken. The methods employed were such as are dictated by common sense.
4. There are too many children to a teacher in one case, 63! Teaching is not possible under such circumstances.
5. The apparatus, much of it bought by Miss Morris' own money, is far superior to that in most schools.
6. The compositions, illustrated by the children, are remarkable for the good penmanship and the good writing.
7. The general bearing of the children deserves high praise; they were industrious, cheerful, and sufficiently orderly; they were respectful to their teachers, visitors, and each other.

The conclusion is, that Miss Morris deserves appreciation. She may be criticised and probably she will be, but she can stand it. Her work testifies of her ability. It is remarkable that Mr. Pulitzer should have fallen upon a school that exhibits encouraging features of progress out of the terrible ruts in which most schools are. He has thus led us to doubt his judgment.

A JACK OF ALL TRADES.—We don't advise any of the boys and girls to try to learn more than one trade at a time. A Jack of all trades is not often so good a workman as Charles R. King, of Hartford, Connecticut. He is said to have mastered no less than twenty-two distinct trades, and to be a first-class workman in every one of them. He is not 70 years old, and is vigorous and hale and able to do a man's work any day. Here are the vocations he has learned: Blacksmith, house carpenter, cabinet maker, ship joiner, ship carpenter, glass cutting and grinding, shoemaking, harness making, wheelright, iron machinist, wood machinist, mathematical instrument making, wood carving, pattern making, clock making, cooper, carriage maker, gardener and florist, moulder, patent-office model maker, plumbing and lock-smith. He is a genius in mechanics, and ascribes his ease in learning trades to "an accurate eye and a mechanical head." In addition to all the above-named useful avocations may be added the fact that Mr. King is a good musician and one of the best rifle shots.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:
1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.

According to *Harper's Magazine*, a county superintendent of Illinois schools has received curious answers from county teachers, mainly men, who came to him expecting to renew the first grade certificates under which they had taught in this county last year. The replies were received at different times during two or three weeks, and were nearly all from different teachers.

Question: Name three living American poets?

Answer: Shakespeare, Byron, Longfellow. One thought Shakespeare was dead.

Q.: When did he die? A.: About twenty years ago.

Q.: Where did he die? A.: I think in Indiana.

Q.: Who wrote "Uncle Tom's Cabin"? A.: Lord Byron.

Q.: Who wrote "Paradise Lost"? A.: Mrs. Stowe. One thought a bicycle was a musical instrument.

Another did not know what a telephone was; another thought Illinois was entitled to ten U. S. Senators, and New York to twelve, and this man said that he voted for the Illinois Senators last fall. One did not know that Congress had been in session the past winter, and had not heard of the Star Route trial or the floods in this or foreign countries.

[This is the result of the abominable practice of allowing anybody to teach school. And yet we hear of the glorious system of American schools; a clergyman in Illinois lately wrote to us that the schools in his state, no matter what they were elsewhere, were the best in the world.—Eds.]

Better times are coming; I have been promoted to the principalship of a school. I began teaching four years ago in a country school at a salary of \$36 per month; I now receive \$70. My increased usefulness and salary are due, in a large measure, to the *INSTITUTE* and *SCHOOL JOURNAL*. I regard them as helpers from which I would part under no consideration. I shall take them ever after this because of the good they have done me in the past. Please change address from — to —.

C. W. G.

[This is good news. We rejoice over this, and shall feel happier for days. Do we not know that some of the truest men and women are working in the country schools on salaries not equal to that paid to servant girls in this city? We believe some of the best work is done in the country schools; "cast iron" has not got into the hearts of the teachers there. Soundings are not taken to see how deep a layer of knowledge has been laid, for there is no one to do it. We counsel this man to go on; if he practices the principles of education, he will advance from \$70 to \$150.—Eds.]

Can you help me to a book that will give valuable suggestions to a principal—defining his duties, showing his relation to the other schools, etc.

(We know of no work of this kind. The duties vary; some principals act as superintendents, some teach all of the time, etc. Generally the principal should meet his teachers weekly for discussion, for learning the exact condition of the classes, and for mapping out progress. At these meetings there should be a secretary and a president, and the proceedings be recorded in a book.)

I had this problem handed me the other day, will you explain it. I bought two equal lots of apples: for the first, I gave 5 cts. for 2 apples; for the second, 8 cts. for 3; I sold them at the rate of 5 apples for 14 cts., and gained 53; what number did I buy?

For the first I gave 2 1/2 cts. each.

For the second I gave 2 2/3 cts. each.

I sold them at 2 4/5 cts. each.

Reducing to common denominator, I find I gained on each of the first lot 18-60, on each of the second 8-60 when I sold 2 of first lot and 3 of second I gained one cent; to gain 53 cents I must sell 104 of first and 156 of the second; 260 in all.

Please explain the working of the "Scroll of Honor" as I am anxious to find something to take the place of prizes, which I do not like.

L. E. F.

(We gave a pretty full account in the *SCHOOL JOURNAL* of September 1, page 102, under *Incentives*. Let teachers try this and see how it "works." Those who have used it speak in terms of praise. It must be followed up; make a "business" of it.)

I have never seen a book which I found more helpful than Col. Parker's Talks. My teachers all speak in highest terms of it. I shall send an order for another score soon.

B. W. EVERMAN,
Supt. of Carroll Co. Ind.

Will you be so kind as to give me the name and address of the publishers of Blain's new historical works, now in press.

J. L. B.

(Who knows?)

A man in New York wishes to see me on business. I write as follows: "I will go to New York on Tuesday next." Should I have said "come," rather than "go"?

J. L. H.

(Either word may be used; when you say "come" you speak more personally.)

I have just read a copy of the SCHOOL JOURNAL—the first I have seen. I read every word. I have read others, but this is different: I want it; it suits me. I shall want "Song Treasures" also. I have our own and the school publications of Illincis, Ohio, but yours is better than either of them.

S. E. L.

Mass.

Can we not have Col. Parker's paper, "Two Ideals in Teaching," in full?

E. D. BRINKERHOFF.

[It will go in *Popular Science Monthly*. We may reprint it.—Ed.]

Have read "Talks on Teaching," and consider it very excellent. It throws more light on teaching than anything I have ever read.

A. J. COMPTON.

From the State Supt. of Schools of Tennessee: "Having examined Col. Parker's valuable 'Talks,' I earnestly commend it to all teachers who wish to advance in the noble Art of Teaching."

THOS. H. PAINE.

PUNISHED.—We read of people being punished for mockery, in Bible times; but we do not often hear now-a-days, of so summary a punishment as this: Sept. 16th, while a colored camp meeting was in full blast at the Lancaster, O., fair grounds, a party of young white men ascended Mount Pleasant and mocked the proceedings below. Butch Shannon lost his balance and toppled over a precipice 300 feet, and was dashed to death on the jagged rocks.

VICTOR HUGO'S METHODS OF WRITING.—Victor Hugo has not relaxed any of his tasks since his arrival at Villeneuve; and, although he devotes the greater part of his day to enjoying the beauties of the locality, he invariably works from 6 A. M. until 10 A. M. His mode of writing is singular, though not unique (Walter Scott, among others, worked in the same way), several small tables being distributed about his salon, and covered with MSS. of the various subjects on which he is engaged; and he passes from one to the other as ideas on any subject occur to him. On the news of the death of the Count de Chambord reaching him on Friday afternoon, he seemed profoundly affected but made no remark beyond exclaiming. "Il a bien souffert."

BANK OF ENGLAND NOTES.—Of such surprising strength is the paper on which are engraved the Bank of England notes, that a twisted note will not tear or ravel with 329 pounds weight attached to the end of it. It is a curious fact that so firm is the texture of a Bank of England note that even burning can hardly destroy it. The authorities have in a little glazed frame the remnants of a note which was in the great fire of Chicago, and though completely charred and black, the paper still holds together, and the printing is sufficiently legible to establish its genuineness and warrant its being cashed. It is a point of honor of this great institution to cash every genuine note, no matter how disfigured. Notes long under water and reduced almost to an indistinguishable pulp have been duly honored. Even lost notes are sometimes paid, and in one case £30,000 was paid over to a gentleman who testified that he had destroyed or unintentionally mislaid a note for that amount. Many years after his death the missing note turned up, and as it called for immediate payment, the money was handed over and the bank lost the amount.

EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL.

THINGS I SHOULD ASK MYSELF AS A TEACHER.

BY GEO. H. COOK, Iowa.

1. Have I done all I could to-day for the good of my school?
2. Would I do my work again the same as I did, if I could?
3. Have I used proper language in the presence of my pupils?
4. Did my clothes look as neat as they should as an example for my pupils?
5. Did I prepare my lessons as thoroughly as they should have been?
6. Could I have added any new thoughts to the minds of my pupils on any lesson?
7. Have I read any school work or journal to aid me in my teaching?
8. Did my pupils speak respectfully of me; if not, what reproof did I make?
9. Have I allowed my pupils to be boisterous in the school-room at recess?
10. Have I asked the patrons to visit my school, thus encouraging the work?
11. Did I call and dismiss all my recitations at the proper time?
12. Have I allowed some point in school discipline to pass unobserved?
13. Has my day's work been fully satisfactory; if not, why not?
14. Did I call and dismiss my school promptly on time?
15. Have I examined school property to see whether it has been defaced?
16. Have I paid attention to the ventilation of my room?
17. Are there as few classes on my program as can be?
18. Have I given each class something to do and seen they did it?
19. Have I made every effort to make my school a success?
20. Have I endeavored to get out of any "old ruts" to-day?
21. Have I arranged my program in proper order and neatness?
22. Did I fail to make recitations interesting; if so, why?
23. Was my school so orderly that I was not interrupted during recitations?
24. How many questions did I ask to-day that could be answered by yes or no?
25. Were my general exercises instructive and interesting?
26. Did I proceed with a recitation while there was disorder in it?
27. Did I have my school-room in condition for opening school?
28. Did my pupils give due attention to the recitation?
29. Have I allowed any pupil in the class to interrupt another?
30. Were my pupils prompt in all their recitations?
31. Have I kept a correct report of tardiness and absence?
32. Have I exchanged ideas with any teacher?
33. Which topic has been most difficult for me to explain to-day?
34. Have I assisted any pupil who could have helped himself?
35. If school has gone wrong to-day, who is to blame—the pupil or myself?

INDIANA.—Wm. McKee Blake, principal of the Evansville High School, and John E. Inglehart's wife, sing in the choir of the Trinity Methodist church. Mr. Inglehart asserts that he saw Prof. Blake winking at Mrs. Inglehart. After the morning service both met in the pastor's study. Mr. Inglehart accused Blake of flirting with his wife, and Blake promptly denied the charge. Mr. Inglehart became very much enraged, and knocked him down. Mr. Blake entered suit for \$5,000 damages against Mr. Inglehart.

THE COREANS.

The Korean Embassy now visiting this country are the only Koreans who have ever been outside the limits of their own empire. They present a curious picture in their peculiar costumes. Their trousers are as baggy as those of the zouave. Over this is a loose robe or coat with flowing sleeves. The garment is made of raw silk, and the color varies according to the wearer's taste. The nether garment is of cotton. The socks are wadded, and fit in shoes similar to those worn by the ordinary Chinese on the streets. The hats, which are kept on even at the table, are broad brimmed, with a sugar-loaf crown, the brim projecting from the centre. They are of silk, woven on bamboo, and they fit on silk skull caps, elaborately quilted, which fit closely on the head. These hats are very expensive, those worn by this Embassy being worth \$15 in American money. An over garment made of gauze, and split almost from the collar to the bottom, is worn. The hats are strapped on the heads, and tied under the chins with long black ribbons. They are primitive in their personal habits. Such things as personal cleanliness and sanitary regulations are unknown among them. None of the Embassy speak English. An interpreter is along who speaks Chinese, and some of the Embassy speak the same language.

Minister Min Yong Ik is a nephew of the King of Corea, and is only twenty-three years of age. He is said to be well versed in history and poetry, studies which are considered a great desideratum in Corea, and stamp one as a learned person.

N. W. AYER & SON'S AMERICAN NEWSPAPER ANNUAL FOR 1883.—This volume contains a carefully prepared list of all newspapers and periodicals in the United States and Canada, arranged by states in geographical sections, and by towns in alphabetical order. It gives the population of the United States and of each State, Territory, county and county seat, the chief cities and towns, and of nearly every place in which a paper is published, from the census of 1880. Also similar information concerning the Dominion of Canada, from the census of 1881. It also contains a carefully prepared description of every county in the United States, as well as of each state and territory as a whole, and of each of the Canadian Provinces, giving valuable information concerning their mineral deposits, chief agricultural products, principal manufactures, nature of the surface and soil, location, area, etc.

There is no other single publication within our knowledge which contains information of such varied use and value for general business purposes. Complete in all its departments, thorough in its details, giving just the information needed, and only that, simply arranged, easily referred to, carefully compiled, it is, in fact, a model work of its kind. Price, \$3.00. We have examined its pages with considerable care, and it seems to us that the work deserves a hearty spirit of co-operation. Messrs. Ayer & Son have really gone out of their way to make a book that shall be a cyclopedia in respect to many valuable statistical points, as well as crammed with information respecting the newspaper world. The information respecting the population of the towns and cities is a feature that will be appreciated. The volume testifies to the extensive business done by this firm; its preparation reflects credit on the entire press of the country.

MAKING IT RIGHT.—"Did you pass that money to the driver for change?"

"No; I put it in the box."

"Why, it was a quarter of a dollar I handed you."

"Indeed! I thought it was five cents."

This colloquy passed between two passengers in a Madison avenue stage in New York. The result was that the passenger who had dropped the quarter in the box paid over twenty cents to the owner of the quarter. When the stage reached Wall street ferry the loser stated the case to the driver, who said the only way to remedy it was to go to the office, in Forty-first street. This, however, involved a two hours' ride and an expenditure of ten cents fare. Then the passenger concluded to try another method. He dropped a note in the fare box, briefly stating the facts, and requesting the return of the overpayment by post, deducting postage. The next day the proprietors of the line sent him his 20 cents.

FOR THE SCHOLARS.

THE PHILOSOPHERS FINDING THE FOREST-HIVE.

BY REV. EDWARD A. RAND.

Socrates was sitting at the foot of a big pine tree, eating his dinner out of a tin pail. That was not the Grecian philosopher, but Isaac Quimby who worked on the Danforth place. A young farm-hand, Ned Owen, gave this title to Isaac, who while still young was old in his ideas, and very cool-headed while very red-headed.

"What is that?" thought Socrates, staying his hand well under way with a quarter of a mince pie toward his mouth.

"N-n-n-ed!" he shouted.

A boy came slowly through the bush, wiping from his mouth the cold spring water he had touched and drank of as he bowed down to the crystal stream, bubbling up in the forest.

"What is it, Socrates?"

"B-bees."

"Well, what of bees? Did they sting you?"

"Hive round here somewhere."

"Hive?" asked Ned excitedly. "And you eating mince pie in that cool fashion? Where is it?"

"The pie? In my hand."

"No, the hive?"

"Oh, I don't know 'zactly, but it is within gun-shot." "If that isn't cooler still, hollering to me for nothing."

"Oh, but she is over in that direction somewhere, sartin," and Socrates waved his hand toward the southern edge of the pines. "She's there sartin!"

Socrates now withdrew his attention from his beloved feminine object in the woods and slowly invades the territory of his pie.

"How can you tell, Socrates?"

"Do you see those bees above that patch of flowers?" "Y-y-es, but they are in a heap of confusion, knocking about."

"You watch them and they will buzz round in a circle and then go off in a straight line in the same gin'ral direction. The hive is somewhere over there, and he pointed toward the southern green rim of the forest.

"Do you want to get some honey?" asked Socrates.

"Do I? Try me."

"To-morrow morning, we shall have a spell of rest and if you want to come with me, we will go through the pre-pre-lemon-naries soon as we can get at 'em." Long words rather troubled the "philosopher," but he would vigorously attack them though he might not conquer them. His book-learning was scanty, but he knew a great deal about the sky with its blue pages, and the earth with its green pages. When it came to the daily facts of life, Socrates was considered an authority.

The next morning Ned lay awake in bed, revolving that important question whether anybody wanted him to be outside of the bed so much as he wanted to be inside of it. From the door of his chamber in "the addition," a long, narrow entry ran back to a room that had been turned into a workshop. From this quarter, sounds now issued, a planing, a half-smothered sawing and hammering, that kind of gentle carpenter work that a thoughtful soul executes when at his tools before the rising hour of other people.

"That is Socrates, I know," said Ned looking over at an empty bed in his room. "He is up, and I guess I'll do likewise."

When Ned joined the philosopher, he asked him what he was doing.

"Getting ready for that grand bee hunt, Ned."

"And those boxes?"

"Oh! they are two salt boxes, and there is a piece of honeycomb in each and just a little honey in the cells. John Trawls, up the road, who keeps bees, you know, did that for me."

"You want them?"

"Yes, you will see."

"And what is that contrivance?"

"To measure angles with. You see I haven't any—what do you call it? Didn't you have surveying in school last winter?"

"A little of it. You mean a theodolite?"

"Wall, I mean that if I don't mean anything else. I call mine an angle measurer. An old bee hunter told me how to make it. You see I took two sticks and clamped the two ends together by a screw. Each piece measures fifteen inches. Setting them so as to give a right angle, and my carpenter's square helped me do

that, twelve inches from the point of the sticks, I laid this third strip from one piece to the other. That cross-strip measures then a right angle or ninety degrees, one quarter of a circle, and dividing it up by the help of my compasses, I get the size of different angles. You see I can open or close my angle-measurer."

"Why didn't you borrow the Squire's theodolite?"

"Squire Mann's? Because I'd rather make than borrow. 'I like to be independent.'"

Two hours later, Socrates and Ned were in the open lot by the woods.

"See the bees in that flew r patch, Ned. Catch one in this box, and I'll get a prisoner in the other box," shouted Socrates. The captures were speedily made. Two stumps twenty feet apart were then selected.

"Now, Ned, go to that stump, and wait a bit and then open your box and let's see what direction the bee will take when he flies home, after he has lunched on that honey."

Ned opened his box, and out flew the prisoner. Circling about as if to get his bearings, the bee then shot off in a straight line.

"He's bound for his hive, Ned, and I've got the angle the line of his flight makes with the line between the two stumps. I'll let my prisoner out at the other stump and see which way he goes."

"You act as if you supposed the two bees came from the same hive."

"Sartin. If they don't, the game is up. There goes my beauty! Let me get the angle of its flight. All right. Now we will go out into the road."

"What for?"

"You will see."

There in the dusty road, Socrates drew a line measuring twenty feet.

"This gives me the base line of a triangle, Ned. I have the two angles of the base, and I know enough of surveying to know that a person good at figures can cypher it out, and get the length of the two sides, but I can draw it in the road. There! I measure off my angles, run my lines or sides by them and where they meet is —"

"Honey!" shouted Ned.

"How many feet is it, Ned, if we take this left hand side of my triangle, to the hive—the-top—what do they call it?"

"Apex?"

Ned planted his feet in the dusty road and began to pace off the distance.

"One hundred feet, Socrates!"

"All right, let's go and hunt for our plunder one hundred feet from that left hand stump."

Through the scanty grass, they tramped, moving by the help of a compass in the exact direction of the bee-flight, and reached an old stump.

"Hurrah, Socrates! There it is, and there is old mother-bee sitting on the door-step of her sweet little home," said Ned.

In the hollow stump, a "sweet little home" was found, and its inhabitants having been snatched into helplessness with sulphur, all the property they had in this world was transferred to Socrates' dinner-pail.

HOMES WITHOUT HANDS.

BY LOREN L. HOPKINS.

There are many happy homes that have been made without hands. Look about you. The barn-swallow constructs its nest of mud, placing it generally under the eaves of an old barn. They have been found under the eaves of a mill that was trembling with busy work both day and night. I saw several nests in Denver, Colorado, in an old freight-car waiting for repairs at the car-shops. These birds live in communities, and when the leader makes up its mind upon the site of a nest, it hurries away to the nearest pond and busies itself in mixing mud. Then a swarm of swallows begin to work. Hundreds fly down to the pond and back, each carrying a mouthful of mud. Some of the most experienced birds take up the work of shaping the nests. These have no time to waste, for some are continually flying up and depositing their mite and then flying away again for more. Gradually the nests increase in size until they are five or six inches in diameter. Labor is never suspended for an instant until the nests are completed, unless darkness overtakes the little workers. When they are finished, the nests resemble balls of mud thrown there by boys. One small opening is left to be used as a door, though a person who had never seen any of the nests while in use, would not call it a door, it is so tiny. After the nests are built they are left to dry, then they are lined with blades of grass and horse-hair.

Another nest similar to this but still more curious, is built by a species of swallow residing in the East Indies. Its popular name is the Esculent swallow. The bird itself is not good to eat, but its nest is considered a choice morsel. This swallow skims the billows of the sea and gathers various sea-weeds; it gulps them down and afterwards disgorges them mixed with various digestive fluids; the plants are rendered glutinous by this process, and the material is easily fastened to rocks. The action of the air hardens the nest into a substance similar to isinglass. When first made the nests are very transparent and clean, but they soon darken by exposure, so they are washed and bleached to fit them for the table. It takes about two months for a pair of birds to build a nest. There are men who make their living by hunting for these nests. They tear the nest from its resting-place and carry it, with boat-loads of others, to the great cities of China. Here it is washed and offered for sale. They bring a very high price, about twenty-five dollars a pound usually, for they are considered an indispensable part of every grand repast.

The brave little wren is a most interesting builder; he never thinks of danger, and builds his nest in any convenient cranny, an ivy-covered tree, the thatch of a barn, or an old gate-post; some have been seen to take possession of a scare-crow which had been specially erected to frighten birds away. Robin red-breast selects his building place in the crevice of an old wall, or deep in a mass of vines clinging to old trees or houses. The wagtail sparrow is even more eccentric in his taste, and usually builds his nest among stones near the water; his building material consists chiefly of hair which he has stolen from the cows' backs. The blackbird finds out the exact center of a thick holly bush, and puts up his nest most carefully. The thrush is the first builder of the season; he doesn't wait for warm weather, but builds even before the leaves of the trees are out; he builds well, however, and lines his strong nest with a coating of mud to keep out the cold winds. The mocking-bird makes his nest in a bush or apple tree, frequently very close to the house, because he seems to know that people are inclined to befriend him. Quite of another mind is that mischievous bird, the magpie; he builds as high up in the trees as he can get, uses all the sharp thorns he can collect in building, and makes the entrance to the nest very small, so nobody larger than he can get in. The jackdaw and swallow build high up in old church steeples. Starlings are the most trusting of all builders, and so, innocent of suspicion, that they will build a nest in any opening in a wall, and leave straws sticking out so anybody can see where it is, besides the young starlings usually keep up a noisy outcry which is sure to attract attention. The pretty goldfinch is very aesthetic in his home decorations, and builds usually far out on the tip end of a swinging branch a beautiful little house of wool and down from various plants. The doves build their nests carelessly of a few sticks piled together on a spray of fir or holly.

The trees, high and low; the stone-walls, the house-tops, the grass, the river-bank and the steeple are chosen by the birds as places where they can erect their houses. And if we climb the mountain-side we will find the birds singing in the branches of the trees or building nests in the grass. Their nests lend life to every part of the world.

SCHOOL-ROOM INCIDENTS.—During a lesson in phonics in which the teacher was making out a list of *at* words, she failed to obtain from the class the word *fat*. "Here we have the words *cat, rat, mat, sat, bat, etc.*," said she, pointing, "but there's another word you often use, yet no one has mentioned it. Now, suppose one of the cats should eat six of these rats, what would she be then?" "I should say she'd be a hog!" volunteered a bright little fellow in the front seat. Tommy accidentally stepped upon his teacher's foot the other day as he brought up his slate. Thinking this a good opportunity to teach him to say "excuse me," she asked, "What should you say, Tommy?" "I should say *ow!*" he replied, while the tears rolled down his cheeks.

Among the precious stones, that is the choicest one Which cuts them all, yet can itself be cut by none: But best of human hearts, is that which would from others

Far sooner bear all wounds itself than wound a brother's.

—WISDOM OF THE BRAHMINES.

HORSFORD'S ACID PHOSPHATE.

UNANIMOUS APPROVAL OF MEDICAL STAFF.

Dr. T. G. Comstock, physician at Good Samaritan Hospital, St. Louis, Mo., says: "For years we have used it in this hospital, in dyspepsia and nervous diseases, and as a drink during the decline and in the convalescence of lingering fevers. It has the unanimous approval of our medical staff."

BOOK DEPARTMENT.

NEW BOOKS.

BUTLER'S NEW READERS. Philadelphia: E. H. Butler & Co.

This series is fresh and sparkling as a merry Christmas morning. In all that charms the eye and delights the heart of childhood, it is a series that is well abreast in the race with other competitors.

"I wish I were a child again," said a bank president, as he glanced over the pages of the First Reader of Butler's Series of Reading Books. "I have not seen anything that will compare with this. These illustrations are beautiful, and well adapted to the purpose for which they are intended. The author certainly shows a critical knowledge of the child's mental constitution, and knows how to reach its inner sanctuary." Almost every person of discernment who carefully examines the book will come to a similar conclusion. The first and most important principle in the art of teaching is reached at once—attention is arrested and thought awakened. The book is admirably adapted to the word and phonic method of teaching. Nearly every lesson is illustrated, and the illustration precedes the reading exercise, as it should. The plan is purely inductive. It begins with a simple yet attractive picture in which are two prominent objects familiar to any child. To carry out the apparent design of the author, the teacher is supposed to engage in a friendly colloquy with the pupils about the two objects in the picture, to ask the name of each, to show the word in the lesson which represents the name, to print it on the blackboard, to aid the pupils to print it on slates or paper tablets, and ask them to point out the word wherever it is found in the lesson. Having learned the word, the pupils are taught the phonic elements. To aid the teacher and impress him with the importance of this method, the words are repeated at the end of the lesson. In subsequent lessons, new words, and those most likely to be forgotten, are in like manner repeated.

The arrangement is progressive, but the steps in the progress are so short and so easy that the child need never stumble. The first lesson contains two important words naming the two objects in the picture, and also three common words, "a," "the," "and." In the second lesson four new words are added to those in the first. Of these four words, two are names of objects in the picture, and two are introduced in order to express a thought by the combination of the words. These words are then arranged to form four sentences, two interrogative and two declarative. This plan of arranging the words of the lesson into sentences is followed throughout the book, and is an important feature. In the third lesson two new words are added; in the fourth, two; in the fifth, three; in the sixth, three; in the seventh, four; in the eighth, three. After the pupils are sufficiently advanced, the number of new words introduced is increased, but the increase is in strict conformity to the most advanced theories respecting the natural development of a child's mind. The plan of the book is well calculated to photograph upon the child's memory the forms of the words. Each new lesson has some new feature, yet it is sufficiently methodical to make the advance clear, constant and regular, and at the same time sufficiently exciting to arouse the curiosity. The First Reader comprises sixty-three lessons. The first twelve are advancing lessons, the thirteenth is a review. Then follow twelve more advancing lessons; the twenty-sixth lesson is another review; then thirteen advancing lessons, the fortieth being a review; then ten advancing lessons, the fifty-first a review; then advancing lessons to the end of the book. The twenty-fifth, thirty-fifth, and forty-ninth lessons are in script, and are valuable in more ways than one. They prepare pupils to read written matter on the blackboard, and make them familiar with written as well as printed forms of words. Preceding the lessons, on the sixth page of the book, is a Phonic Chart, and on the seventh a table showing Equivalent Sounds. It is presumed these are introduced for the benefit of the teacher. On the eighth page is the alphabet for the use of those who prefer the alphabetic method. The First Reader is a book of ninety pages. The series comprises five books. We have noted the claims of the First Reader somewhat minutely because the first step in any work is the most important.

The plan of the Second Reader is similar to that of the First. The word and phonic methods are continued; the new words, with appropriate diacritical marks, are repeated at the end of each lesson. The reviews are left to the discretion of the teacher. Instructions in Punctuation occupy the page corresponding to that on

which the Alphabet is found in the First Reader. The Second Reader is a book of 156 pages. There are sixty-nine lessons, amply illustrated. The thought is a step in advance of the thought in the First Reader, and is chiefly descriptive. The illustrations afford excellent material for colloquial exercises. The conversational powers of pupils receive too little attention in our schools. Few in business circles or in social life are able to converse well, however wordy their talk. These illustrations have another merit. They furnish interesting material for "first lines" in sentence-making.

The Third Reader is a book of 208 pages, containing seventy-two lessons and ample illustrations. It is arranged on the same general plan as the First and Second. The Phonic Exercises are extended. Words in which there is a tendency to slur or blend final and initial letters are grouped together for special drill. Pronunciation, accent, emphasis, inflection, pauses, and punctuation are defined in the "Introduction." Definitions of the more difficult words are introduced after each lesson.

The Fourth Reader is a book of 256 pages, and carries out the same plan of arrangement, advancing a step higher. Besides the Phonic Chart and table of Equivalent Sounds found in all the readers, the Fourth Reader commences with seventeen exercises in pronunciation, of twenty-four words each, with suggestive notes interspersed. In the Introduction the subject of Tone is added to the topics found in the Introduction to the Third Reader. The reading-lessons, eighty-four in number, contain interesting, attractive and instructive thought, worthy to be "remembered." In the arrangement of these lessons there is an appropriate mixture of prose and poetry.

The Fifth Reader is a book of 384 pages. It contains an "Introduction" which is a repetition of the "Introduction" in the Fourth, with the addition of a few brief but important suggestions on the subject of Elocution. It is really a supplementary reader, consisting of an epitome of American and English literature, ranging from the middle of the sixteenth century to the present time. The selections are made from the works of the best authors, and are well chosen. At the beginning of each extract are biographical, critical and explanatory notes, and at the end of the extract are definitions of such words as may not be familiar to the reader. The book may be made a very excellent stepping-stone to the broader fields of the literature of the English language. To those who have no time or opportunity to enter into an extended study of English and American literature it will prove a highly valuable work.

The mechanism of the entire series is faultless. The first three books are bound in full muslin; the fourth and fifth are in muslin with leather backs. The external appearance is highly pleasing, the typography is superlatively pleasant, and the illustrations have an artistic finish of which the publishers may well be proud.

Don't: A Manual of Mistakes and Improprieties more or less prevalent in Conduct and Speech. (The Parchment Paper Series, No. 2.) By Censor. New York: D. Appleton & Co.

In a condensed form this little volume gives a great variety of useful hints upon the behavior appropriate at the table, in the drawing-rooms, in public, in speech, in dress, and in general. There are many persons of good instinct and intention who, for want of instruction in these matters, are continually making mistakes. This work has been prepared by some one who has a keen eye and ear; he appears anonymously, but his instincts are unerring. The things he forbids under "Don't" are such as are offensive to the well-bred, and he will have hearty thanks for putting his commands so artfully before the reader. We predict it will do more for good manners than the pretentious volumes that are never read. Its form will render it popular and its commands will be heeded. The next thing about this volume is, that in the guise of a literary treasure, and in the briefest space, it announces the few things that are against the rules of good-breeding. Now and then there is a reason for a rule which gives great force to it. The brevity of the injunction is as remarkable as its selection; they are so stated as to be exceedingly emphatic. The volume cannot but have a wide circulation; it will be the first popular volume devoted to the subject of good manners.

THE SIXTH READER. By Marcus Willson. Philadelphia: J. B. Lippincott & Co.

We gave a full and comprehensive notice of the five books of the "Popular Series" preceding this, and, as will be remembered, spoke emphatically in praise of them. We pointed out the features that made them valuable in the school-room, and showed that the author had a

clear conception of what was needed in a school reader. It is a most encouraging fact that the great text-book publishers of the country in many cases absolutely lose and form public educational opinion. This has been the case with such firms as D. Appleton & Co., Ivison, Blakeman, Taylor & Co., A. S. Barnes & Co., the University Publishing Co., in New York city; Cowperthwait & Co., and Lippincott & Co., in Philadelphia; Houghton, Mifflin & Co., in Boston; S. C. Griggs, in Chicago; and Wilson, Hinkle & Co., in Cincinnati. They have lately made books that could not have been used fifteen or twenty years ago. The "New Education" has got into the publishing houses. This stirs up the dead men, and they either go out of the school room into "business," as they say, or else join the progressives.

The series of Readers by Marcus Willson are well prepared, well illustrated, well printed, and well bound. The Sixth Reader is composed mainly of literary selections, and every great author is represented, beginning with Shakespeare and ending with Bayard Taylor. These selections are made with care, and the volume is thus made valuable for classes in literature in high schools and academies.

NOTES.

From Messrs. J. B. Lippincott & Co., Philadelphia, we have a copy of a novel by Dr. Harlan, of Wilmington, Del., entitled "The Fate of Marcel." The story purports to describe persons and incidents from real life some forty years ago. The narrative is pleasing, and interest is sustained to the end. From the same firm we have a copy of "The Price She Paid," a new story by Frank Lee Benedict. It will be found well worthy perusal as a story of American society life.

BOOKS RECEIVED.

Vix. Waring. Boston: Jas. R. Osgood & Co. (Paper), ten cents.

Historical and Other Sketches. Froude. Funk & Wagnalls. 25 cents.

Drill Book in Algebra. Perrin. J. B. Lippincott & Co. Manual of Short-Hand Writing. Allen. Boston: Lee & Shepard. 50 cents.

Handbook of the Earth. Louise Parsons Hopkins. Lee & Shepard. 50 cents.

Spanish Readings. Knapp. Boston: Ginn, Heath & Co. \$1.65.

How to Study U. S. History. Trainer. Chicago: A. Flanagan.

Modern School Second Reader. Chicago: Sheldon & Co.

New Method to Learn French. F. Berger. New York: D. Appleton & Co.

Word Analysis: School Etymology and Graded Class-Book. Swinton. Ivison, Blakeman, Taylor & Co.

The Cumulative Method in German. A. Dreyspring. D. Appleton & Co.

Book-keeping. Calvin G. Hutchinson and Walter S. Parker. Wm. Ware & Co.

Emerson's Complete Works. Vols. I. and II. Houghton, Mifflin & Co.

The Post-Nicene Greek Fathers. (Early Christian Literature Primers.) Rev. Geo. A. Jackson. D. Appleton & Co.

Don't! A Manual of Mistakes and Improprieties. D. Appleton & Co.

Conflict in Nature and Life. D. Appleton & Co.

Love Poems of Louis Barnaval. D. Appleton & Co.

Foundations of Religious Belief. Rev. W. D. Wilson. D. D. D. Appleton & Co.

Sibyl; a poem. Geo. H. Calvert. Lee & Shepard. 50 cents.

A Dictionary of Quotations from the Poets. New York: T. Y. Crowell. \$2.50.

How Billy went Up in the World. Annette L. Noble. New York: Nat. Temperance Soc. and Pub. House. \$1.25.

Webb's Word Method. J. Russel Webb. Buffalo: Ulbrich & Kingsley.

Primary Drawing Cards. Mark M. Maycock, M.P. Buffalo: Martin, Taylor & Co.

Jas. Prentice & Son's Illustrated and Descriptive Catalogue. New York.

PERSONAL.

General A. C. Barnes and family arrived last Tuesday on the Servia, from England after visiting the principal cities on the continent. We are glad to see that his health is thoroughly re-established; his close confinement to business had begun to tell on his very vigorous constitution. The teacher may now expect to see a set of school readers that will possess every excellence possible, for the General has set his heart on it.

Publisher's Department.

The announcement of Cowperthwait & Co. will attract wide attention among school officers and teachers. This firm announces a series of business-standard books, consisting of a primary and a common school course and business-forms, which are printed from steel plates, and cannot be surpassed in workmanship. The copies in the series are duplicated in the middle of each page, a much desired improvement on the old style, or sliding system. The letters of the business forms are in correct and clear copies, devoid of mistakes or complicated system of analysis, and contains beautifully engraved models of common business forms, avoiding repetitions and giving on each page forms of commercial papers, which are explained on the cover of the book to the point. This series is among the best we have seen, and cannot fail to come in general use.

Our readers' attention is called to the advertisement of J. B. Lippincott & Co., publishers, 715 and 717 Market street, Philadelphia. Their standard works of reference are essential in every school-room, and are continually revised and kept up with the times, while their textbooks have attained a deserved popularity among educators. A catalogue is sent on application to the publishers or their agents.

The firm of Van Winkle & Weedon, 90 Chambers street, N. Y., can supply you with a full line of standard works, school text books or miscellaneous volumes, in exchange for any school or college text books you may wish to dispose of. This is an excellent opportunity to form or replenish a library. If our readers wish to send them a list of the books with which they wish to part, mention dates, editions, etc., and they will answer, submitting an offer which you may be most happy to accept.

We have just received the Illustrated and Descriptive Catalogue of Optical, Meteorological, Mathematical and Engineering instruments, and Electrical apparatus of James Prentice & Son, New York. The lack of familiarity, on the part of the public, with that branch of trade so closely allied to science, the optician's, has offered and still affords ample opportunity for the vilest perpetrations of fraud and absolute theft. We daily hear of persons being most frightfully humbugged by some "Optician" claiming his professed scientific ability. To the general public, then, this work conveys a gratifying assurance of reliable aid in the correction of impaired or weakened vision; and to the professional Optician, mathematician, and engineer, a work of this description is of inestimable service. The wide reputation of the house is a guarantee of the high quality and scientific accuracy of all instruments offered in its catalogue. The work covers early two hundred pages, is profusely illustrated, and gotten up in the best manner.

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Mr. E. B. Benjamin, of New York, has fine stock of everything pertaining to the studies of chemistry and natural philosophy. He is constantly supplying schools and individuals with apparatus, chemicals, etc., of excellent quality and low prices. Mr. Benjamin is both an importer and manufacturer of chemical goods, and has a full supply of everything belonging to the laboratory. He is agent for the non-blistering platinum.

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A NEW MECHANICAL CONSTANT.—Prof. Perry declares the ordinary constant, the "moment of inertia," employed in calculating the kinetic energy of rotating bodies, to be inconvenient. According to Rankine, and others, the energy stored up in a rotating body, say a flywheel, is $\frac{1}{2}$ the moment of inertia into the square of the angular velocity. But in general machine practice, the number of revolutions per minute is what is known. Prof. Perry proposes to designate by "M" the amount of kinetic energy possessed by a wheel when making one revolution per minute. Therefore, to find the kinetic energy of the wheel at any other speed, say N revolutions per minute, multiply the M by the square of the number of revolutions per minute, N².

A SCOTCH clerk, who employed a grammarian to teach his daughter, heard the grammarian define the articles "a," "an" and "the." "You cannot place a, the singular article, before plural nouns," said the teacher. "You mustn't say 'a horses,' 'a houses'—'" "Hold there!" exclaimed the clerk. "I must contradict you on that. Don't I at church every Sunday say 'a-men'? And the prayer book knows better than you!"

FROM "True Stories for My Little Girl": "As Will-i-am Wil-kins was walk-ing in the gar-den one day he met his dear sister, and thus he did say: 'Why is a squash like a lit-tle news-boy?' She gave it up. 'Be-cause,' said this wicked boy, 'the older he grows the more of a yell-er he will be.' His good grand-mam-ma over-heard him, and went to bed sick with grief."

Railroad Employees.

The leading business men of Providence, R. I., compose the Hunt's Remedy Co., and they guarantee all testimonials published by them to be genuine. The following dated May 4, 1883, from Mr. W. H. Blanchard, Lowell, Mass., is but one of the thousand remarkable cures that are being made by this wonderful medicine. Mr. Blanchard says: "I have been greatly troubled for over six years with acute kidney disease, with severe pain in my back and hips. I was formerly employed on the Boston and Lowell Railroad, but was obliged, owing to the constant jar, to give up the railroad business, as many others have been obliged to do, on account of kidney disease. I have tried many medicines, but received no permanent relief. A friend recommended me to use Hunt's Remedy. I purchased a bottle of one of our druggists in Lowell, and commenced to improve at once, and after using two bottles I was entirely free from all pain, and consider myself cured, and I cheerfully recommend this wonderful medicine, Hunt's Remedy, to all the sufferers from kidney and liver disease."

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For a number of years I was afflicted with kidney and gravel disease, and suffered with pains in my limbs and back at times so severely that it seemed that I could not endure it. I used several so-called cures recommended for these diseases, but they did me no good. A friend of mine that had used Hunt's Remedy, and pronounced it the best in use, urged me to try it and I purchased a bottle at George E. Hall's drug store in Manchester, and before I had used one bottle I began to feel much better, the pains in the bladder and kidneys were reduced a good deal, and after using five bottles I found that Hunt's Remedy had done all that it was recommended to do. It had removed all the pain, my appetite improved, and I gained several pounds in a few weeks. I have renewed vigor and strength for one of my years (54), and I can only thank the proprietors of Hunt's Remedy for my good health of to-day, and you are at liberty to publish this, that it may be the means of some one being cured by the use of your truly wonderful remedy.

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GROSVENOR, N. H., May 7, 1883.

THE HOLY LAND.—The latest proposition is to build a maritime canal through Palestine, and an English company, with the Duke of Marlborough at its head, has been formed for the purpose of making investigations and preliminary surveys.

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Given by Col. Francis W. Parker, (formerly Superintendent of Schools of Quincy, Mass.) before the Martha's Vineyard Institute, Summer of 1882. Reported by Lelia E. Patridge. These "Talks" were delivered before a large assembly of teachers coming from all parts of the country, and were eagerly listened to. This book has been prepared to supply the demand on the part of teachers to know "The New Methods" of teaching. No book has been published to explain the methods of teaching that made the Quincy Schools so famous when Col. Parker was Superintendent there. The little town became a Mecca for teachers, and for that matter, is so yet. The methods witnessed were copied in many schools. The demand for the "New Methods" became something tangible. School Boards are offering high wages to those that understand them. Col. Parker at Martha's Vineyard explained these methods; after they were written out by Miss Patridge he thoroughly revised them, and this volume contains them. There is more value to the practical teacher in them than in any other book published. The book is simply invaluable. It contains a fine portrait of Col. Parker, as a frontispiece. Ten thousand copies were sold the first four months. The book is a square 16mo., 5 by 6 1/2 inches, 192 pages, beautifully printed on good paper and tastefully bound in English cloth. Price \$1.00, postpaid. Best book for agents to sell to teachers ever published. Send for large circulars (free), containing contents, testimonials, and press notices.

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